

The following is a PDF that documents the course “NPS Fundamentals IV” designed by the NPS through a partnership with the Eppley Institute for Parks and Public Lands, Indiana University.

[For access to much of the information identified as links in the “Learn More” boxes (below), please see the following websites:

NPS Ethics Office <http://inside.nps.gov/waso/waso.cfm?prg=37&lv=3>

U.S. Office of Government Ethics <http://www.oge.gov/home.aspx>

DOI Ethics Guidance <http://classicinside.nps.gov/documents/EthicsInformation1.pdf>

NPS Work Force Management <http://inside.nps.gov/waso/waso.cfm?prg=14&lv=1>

NPS Flat Hat Chats (Episode #29: Diversity): <http://inside.nps.gov/index.cfm?handler=directorvideos>]

MODULE 1

- ☐ **COMMON ETHICAL ISSUES**
- ☐ FINANCIAL ISSUES
- ☐ GOVERNMENT PROPERTY AND VEHICLES
- ☐ TECHNOLOGY
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MODULE 2

- ☐ **EXAMINING DIVERSITY**
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- ☐ **THE NPS AND SAFETY**
- ☐ THE COST OF ACCIDENTS
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- ☐ WHAT TO DO IF AN ACCIDENT OCCURS
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Achieving Work Life Balance: *NPS Fundamentals IV*

Welcome to NPS Fundamentals IV: Achieving Work Life Balance. In this course you will begin learning what kinds of behaviors are

expected of you as an NPS employee. You will explore some of the legal and ethical issues that pertain to government employees. You will also examine the concept of diversity and how it relates to both the NPS and to you personally. Finally, you will learn about your role in the Service's commitment to workplace health and safety.

NPS Fundamentals IV is divided into three modules:

Module 1: Ethics for Those in Public Service

Module 2: Diversity

Module 3: Health and Safety

Each module is described below.

Module 1: Ethics for Those in Public Service

In Module 1, you will examine some of the most common ethical issues NPS employees encounter and learn how to avoid them. You will be given an opportunity to test your understanding of the material presented by answering some Practice questions, and you will complete the module by taking an assessment.

Module 2: Diversity

In Module 2, you will look at the concept of diversity and how it affects both you as an individual and the National Park Service as an organization. Through a series of assignments, Reflect questions, and Practice activities, you will examine your own diversity, diversity in the NPS workforce, and diversity as it is represented in the park system. You will complete Module 2 by taking a scored assessment.

Module 3: Health and Safety

In Module 3, you will read about how to maintain a healthy lifestyle and the NPS's vision of a safer workplace. Through a series of readings, you will learn about the importance of staying healthy and what you can do to achieve this goal. You will also learn about the high emotional and fiscal cost of workplace accidents and what you can do to prevent them. To complete the module, you will need to take and pass an assessment. The Practice activities that are presented at the end of each page will help you prepare for the Assessment.

learn more: [Resources Used in NPS Fundamentals IV](#)

To begin the first module, click on the Module 1 button below.

Module 1: Ethics for Those in Public Service

"When a man assumes a public trust, he should consider himself public property."

Thomas Jefferson



"THOMAS JEFFERSON"
OIL ON CANVAS
REMBRANDT PEALE

It is an honor to work in the service of the United States of America. As public servants, employees of the Department of the Interior are expected to maintain especially high standards of honesty, integrity, impartiality, and conduct. This ensures the proper performance of government business and the continual trust and confidence of citizens in their government. Employees are expected to comply with all federal statutes, Executive Orders, Office of Government Ethics and Office of Personnel Management regulations, and departmental regulations. The conduct of employees should reflect the qualities of courtesy, consideration, loyalty to the United States, a deep sense of responsibility for the public trust, promptness in dealing with and serving the public, and a standard of personal behavior that will be a credit to the individual and the department. These principles apply to official conduct and to private conduct that affects in any way the ability of the employee or the department to effectively accomplish the work of the department.

learn more: [Employee Responsibilities and Conduct](#)

In this module, you will learn what constitutes ethical behavior for an NPS employee, as defined by law, statute, and regulation. You will also examine some specific problem areas and learn how to handle them correctly.

Once you have completed this module, you are encouraged to take the Department of the Interior Ethics Training for a comprehensive understanding of ethics as they apply to government employees.

The module is divided into the following pages:

Common Ethical Issues

Financial Issues
Government Property and Vehicles
Technology
Representing the Government

Module 1 Assessment

As you work through this module, try the Practice activities found at the end of each section. They will help you measure your knowledge of the material and prepare for the Assessment, which you must pass in order to complete this module.

After completing this module, you should be able to:

Identify ethical behavior as defined by law, statute, and regulation.

State how to avoid common ethical problems encountered by employees.

Get started now by clicking the Next Page button below. It will take you to the first page of the module, Common Ethical Issues.

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Common Ethical Issues

Over the years, the NPS has found that certain ethical situations occur more frequently than others. The Service has compiled a list of these "problem" areas, along with regulations defining ethical and unethical behavior in each area. Violating these regulations is a serious matter that can result in disciplinary action (up to and including termination), in addition to any criminal or civil penalties provided by law.

The material in this module should be useful for everyday situations, but it cannot provide guidance for every circumstance that may arise. Therefore, if you are ever unsure about the ethical implications of any situation, you should consult your supervisor, an ethics counselor, or the DOI "Learning the Ropes" site.

learn more: [DOI "Learning the Ropes"](#)
[Find an Ethics Counselor](#)

Click on the Next Page button below to learn about some specific problem areas.

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Financial Issues

NPS employees are expected to be fiscally responsible and ethical in both their use of government funds and their financial obligations as citizens. Specific regulations pertaining to financial issues are discussed below.

DID YOU KNOW?

Many ethical offenses are not intentionally committed. Often they are the result of well-meaning people acting on misconstrued or misapprehended information.

Government Charge Cards

Regulation: 5 CFR Subpart G, Part 2635.704; and Memo: "Penalty Selection Guidance for Misuse of Government Issued Charge Cards," NPS Associate Director, Administration, July 3, 2002

Government charge cards may not be used for personal expenses. Every employee who uses a government charge card is responsible for knowing the terms and conditions under which the card is issued and for abiding by those conditions. It is never allowable to use these cards for anything other than official business.

Indebtedness

Regulation: 5 CFR, Subpart H, Part 2635.809

Employees must satisfy their obligations as citizens, including all financial obligations. Legislation now permits the garnishment of pay for a much broader range of indebtedness issues than had previously been allowed for federal employees. Included are debts you incur when using your government-issued charge card for travel purposes, when such debts are not promptly paid.

PRACTICE

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Government Property and Vehicles



You have a duty to protect and conserve government resources and property. As an NPS employee, your use of government-owned property or vehicles must conform to the regulations listed below.

Government Property

Regulation: 5 CFR, Subpart G, Part 2635.704

You may not directly or indirectly use or allow the use of government property for other than authorized purposes. This includes long-distance calls charged to the government that are not required for official business, except for the allowable one phone call per day while in travel status; unauthorized use of electronic mail (including Lotus notes); or the use of department or agency letterhead or envelopes for personal use or to send resumes or applications. Employees are prohibited from using government office equipment, at any time, for activities that are a commercial activity, illegal, inappropriate, or offensive to co-workers or the public, or any other activities which would in any way bring discredit on the Department of the Interior.

Government Vehicles

Regulation: 5 CFR, Subpart G, Part 2635.704

This regulation also includes vehicles rented during temporary duty travel. Misuse examples have included employees deviating from a direct route to conduct personal business or to shop, and using a vehicle for transporting family members without authorization.

Technology



The National Park Service is committed to having Internet and email access for its employees. Such access, along with helping you become better informed and more productive, also presents some potential ethical issues. For example, it opens the possibility of an employee receiving objectionable or unwanted transmissions, such as pornographic images, obscene materials, and computer viruses.

Another problem area involves the distribution of objectionable images and text on computers or anywhere else in the workplace. This sort of behavior may be offensive to others and can be construed as workplace harassment—something that is strictly prohibited and will not be tolerated. Further regulations for the use of email and Internet are outlined below.

Email

Director's Order #5: Paper and Electronic Communications

Individual users are responsible for using email professionally and considerately. Email messages are government records, and regulations pertaining to the creation, retention, disposal, and release of these records apply also to email messages. Remember these ethical standards before creating an email message if you have

any questions at all about seeing it in print at some future date.

Director's Order #5 outlines the National Park Service policy and user responsibilities for the use of email. Employees should be aware of the following guidelines included in the policy:

Email messages are generally kept confidential and should not be routinely overseen by supervisors. However, they are official government business and constitute official government records and, as such, are not private.

Email is not to be used to encourage others to lobby for or against legislation. This may violate the federal law that prohibits use of appropriated funds to lobby Congress.

The same standard of civility applies to email as to other forms of communication. Use of profanity, racial or ethnic slurs, sexually harassing language, slander, and other such language is as inappropriate on email as elsewhere, and will not be tolerated.

Email is not to be used to advertise personal services.

Internet

Director's Order #5: Paper and Electronic Communications; and DOI IRM Bulletin No. 1997-001

The Department of the Interior has set policy that distinguishes between Internet use permitted during normal working hours and Internet use permitted during personal time (i.e., on weekends, before and after work, during lunch periods, or during scheduled break periods). Each employee is responsible for reading and applying these policies, which are outlined in Director's Order #5 and the DOI IRM Bulletin No. 1997-001.

learn more: Director's Order #5 DOI IRM Bulletin No. 1997-001

The following are considered inappropriate uses of the Internet and other NPS electronic technology, regardless of whether they occur during working or personal time:

Participating in activities or viewing materials that are illegal, inappropriate, or offensive

Using NPS equipment for personal financial gain, outside fundraising, or lobbying

Installing software on NPS computers

Posting NPS information to public forums without approval

Inappropriate use can result in disciplinary action and criminal penalties. For a complete list of inappropriate uses, consult Director's Order #5 and DOI IRM Bulletin No. 1997-001.

Employees should be aware that the use of the Internet as a radio or music player is prohibited, as is using the Internet to make phone

calls. Such live stream use of the Internet strains the Department's network and significantly slows communications, inhibiting Department personnel from conducting official business. In addition, "push" technology and other continuous data streams are not allowed when they degrade the performance of the entire network.

learn more: [What Is Push Technology?](#)

PRACTICE

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Representing the Government

As an employee, you have certain obligations to your employer. While at work, you are responsible for carrying out your duties as expected. Outside of work, you are responsible for representing your affiliation with the government in an accurate and appropriate manner. Specific guidance on these topics is found in the regulations below.

Time and Attendance Records

Regulation: 5 CFR, Subpart G, Part 2635.705

As a federal employee, you have an obligation to expend an honest effort and a reasonable proportion of your time in the performance of official duties, and to accurately reflect that work on time and attendance records. Some examples of misuse in this category are the misuse of government time for conducting personal business during duty hours (e.g., selling products, even for a non-profit organization, surfing the Internet, or using the email system to solicit purchases or arrange for product delivery), or failure to limit personal telephone calls to or from your work area. Supervisors also have a responsibility to ensure that work their employees perform outside of regular duty hours is approved and properly documented, and not simply allowed to occur.

Fundraising

Regulation: 5 CFR, Subpart H, Part 2635.808

An employee may engage in fundraising in a personal capacity and on personal time, provided that he or she does not: (1) personally solicit funds or other support from a subordinate or from a prohibited source (such as someone seeking official action by the employee's agency or someone seeking to do business with the agency); (2) use or permit the use of his or her official title, position, or authority to further the fundraising effort; or (3) engage in any action that would result in behavior that conflicts with official duties.

The NPS encourages participation in charitable causes and events, assuming the limitations described above are followed. For example, if you were promoting a race that raised funds for a safe house, you would need to limit your activities to your own time. You would not be allowed to use federal property, other than the permitted use of (non-computer) bulletin boards to publicize the event. Similarly, a parent selling candy to support a Little League team may do so on personal time and without the use of government property. The selling of commercial products is considered outside work, and the

same restrictions on use of government time and equipment apply—official purposes only.

Business Cards

Directors Order#52A

The Department of the Interior has given authority to the Bureau to permit the printing of business cards using currently-owned government software and government-purchased paper/card stock, or acquiring business cards from the GSA single award schedule SKILCRAFT vendor, Seattle Lighthouse for the Blind, Inc. Employees may use business cards only in connection with the operations and official activities of the Department or the National Park Service.

learn more: [NPS Business Cards](#)

PRACTICE

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Module 1: Ethics for Those in Public Service

This module was designed to help you understand common ethics problems and ethical dilemmas that can occur within your park or office, and provide information about places where you can go if you have questions related to ethical issues.

To complete the module, be sure you are familiar with the material covered in the module. In particular, you should feel you are able to:

Identify ethical areas as defined by law, statute, and regulation.

State how to avoid common ethical problems encountered by employees.

MODULE 2 ->

Module 2: Diversity

“Education is the most powerful weapon you can use to change the world.”

Nelson Mandela

In this module, you will begin to examine the concept of diversity and its role in the National Park Service. You will look at the history of our country, a summary of legislation related to diversity issues, and what the NPS has done to ensure that the parks and programs are used by all. You will identify the ways in which people are similar to and different from each other, and look at some of the most common areas of diversity. You will also examine how you can play an active role in helping all people enjoy the National Parks.

This module is divided into the following pages:

Examining Diversity

Examining Your Own Diversity

Defining Diversity

History, Diversity, and the NPS

Diversity and the Law

Equal Opportunity
Accessibility

Diversity and the NPS

People and the Parks
What We Can Do

After completing this module, you should be able to:

Describe your own diversity and how it influences your role as an NPS employee.

Identify how you can play an active role in supporting diversity in your workplace.

List at least three different pieces of legislation that have had an impact on diverse groups in our nation's history.

Get started now by clicking the Next Page button below. It will take you to the first page of the module, Examining Diversity.

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Examining Diversity

How we respond to issues is a result of who we are, the experiences we have had, and how we interact with the people around us—including those we encounter every day on the job. To be effective as NPS employees, it is important to understand one another's differences and ensure that every individual, whether coworker, visitor, virtual visitor, or partner, is treated with fairness and respect. As you work through this module it is hoped that you think about your interactions, as well as how you can be sure to treat all people fairly.

Not only is respecting diversity a good idea, it is dictated by federal law, DOI directive, NPS Director's Order, and moral mandate. It goes well beyond the concept of being politically correct; it is about showing respect for each individual we encounter.

Increasing your understanding of diversity is an ongoing process. In this part of the module, you will begin by examining the concept of diversity.

NEXT PAGE ->

Examining Your Own Diversity

"Diversity is the one true thing we all have in common."

Anonymous

Understanding diversity is really about understanding people. But before you can understand other people, it is important to spend some time examining yourself—what's important to you, what interests you, what your relationships are like, and how you see yourself.

Activity - Examining Diversity

In your NPS Fundamentals experience, you have been asked to think about diversity on several occasions, including during Fundamentals II. This activity is designed to capture your thoughts about your own diversity, as well as your definition of diversity at this moment in time. As you complete the questions, think about how your answers have changed or remained the same since Fundamentals II.

To complete this activity, follow the steps below.

1. Read through the entire activity before getting started.
2. Click on the button below to open Worksheet 1: General Reflections on Diversity.

WORKSHEET 1

3. Complete the worksheet by typing your answers in the spaces provided.
4. Once you have answered each question, click the Submit button at the bottom of the worksheet.
5. After you have submitted your answers, click the print button if you would like to print a copy of the worksheet.

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Defining Diversity

Diversity can be defined in different ways. Though we each may have a different perspective, it is important to have a central definition. For the purposes of this module, we will define diversity as "any aspect of an individual that makes him or her unique."

When we think of diversity using this definition, we come to realize just how broad the concept is. It goes far beyond visible differences to encompass all the things that make a person who he or she is. In other words, diversity includes both the differences and similarities you can see and the differences and similarities you can't see.

REFLECT 01

How has your understanding of diversity changed over time?

RESPOND

Some of the "differences and similarities you can't see" may include the events you have experienced in your life, the part (or parts) of the country in which you have lived, who you spend most of your time with, the celebrations that are important to you, what you do in your free time, and the people with whom you work.

We can think of these differences and similarities in terms of people, places, and activities (See Reflect 01).

Diversity among People

Differences and similarities among people include physical characteristics, like skin color and gender, as well as personality traits and lifestyles. Consider the following.

REFLECT 02

How are you similar to and different from your co-workers?

RESPOND

AGE
PHYSICAL SIZE
MARITAL STATUS
PARENTAL STATUS
EDUCATION LEVEL
POLITICAL VIEWS/AFFILIATION
FAMILY SIZE
RANK/EMPLOYMENT
SOCIOECONOMIC BACKGROUND
RELIGION

REFLECT 03

Name two challenges that similarities and differences pose in your work environment.

RESPOND

Once you have read through the list, take a moment to think about the similarities and differences between you and the people you work with. Then answer the reflect question to the left (Reflect 02).

Diversity in Places

Where we live or have lived can also have a strong influence on who we are. Consider the following geographical features. How might each one affect the experiences, interests, and abilities of individuals who live in that area?

HIGH POPULATION DENSITY (URBAN/SUBURBAN)
LOW POPULATION DENSITY (RURAL)
MOUNTAINOUS TERRAIN
PROXIMITY TO OCEAN OR LAKE
TYPES OF INDUSTRY NEARBY
WEATHER PATTERNS (HOT OR COLD)
LANGUAGE/DIALECT
RECREATIONAL ACTIVITIES AVAILABLE

REFLECT 04

Name two advantages that similarities and differences pose in your work environment.

RESPOND

Diversity in Activities

Our diversity is often revealed in the types of things we commemorate or celebrate. Consider the following holidays and celebrations. What types of diversity do they represent?

BIRTHDAY CELEBRATIONS	KWANZAA
CINCO DE MAYO	LUNAR NEW YEAR
DEATH CEREMONIES	MARTIN LUTHER KING DAY
EASTER	OKTOBERFEST
FOURTH OF JULY	RAMADAN
GAY AND LESBIAN PRIDE MONTH	ST. PATRICK'S DAY
GRANDPARENTS DAY	VETERANS DAY
HANUKKAH	WEDDING CEREMONIES
HISPANIC HERITAGE MONTH	YOM KIPPUR

Now that you've had a chance to think about differences and similarities in terms of people, places, and activities, reflect on how they impact the workplace by answering the reflect questions on the left (Reflects 03 and 04).

PRACTICE

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History, Diversity, and the NPS

Our country's Declaration of Independence states:

We hold these truths to be self-evident, that all men are created equal, that they are endowed by their Creator with certain unalienable Rights, that among these are Life, Liberty, and the pursuit of Happiness.

Despite this proclamation, different groups of Americans have struggled throughout our nation's history to gain equality. Click on the Diversity Timeline link below to review some of the important events in these struggles.

DIVERSITY TIMELINE

The text that follows highlights some NPS sites commemorating those struggles and looks at some of the groups that have won legal protection (See Reflect 05).

REFLECT 05

Think of a time when you were in a group of people and felt that you were in the "minority." What did you do? How did others respond to you?

RESPOND

Religion

The first aspect of diversity to receive legal protection in the United States was religion. This protection came under the 1st Amendment of the Constitution, which stated, "Congress shall make no law respecting an establishment of religion, or prohibiting the free exercise thereof..."

Even with the 1st Amendment, however, individuals and groups often suffered persecution because of their religious beliefs. An example of this occurred in 1846, when Brigham Young led approximately 70,000 Mormons from Illinois to Utah to escape religious persecution. The NPS commemorated the Mormons' pilgrimage with the Mormon Pioneer National Historic Trail in 1978. There are a number of other NPS religious sites as well. To learn about them, choose from the list below.

learn more: [Mormon Pioneer National Historic Trail](#)
[San Antonio Missions NHP](#)
[Gloria Dei Church NHS](#)
[Saint Paul's Church NHS](#)
[Devils Tower NM](#)
[Pu`uhonua O Honaunau NHP](#)

Today, Equal Employment Opportunity (EEO) law requires organizations to provide reasonable accommodation for employees' religious practices, unless doing so would create an undue hardship. (EEO is the law that ensures that employment is available to all people. You will learn more about it in the next section of the course.) Workplace religious discrimination occurs when an employment rule or policy requires a person to either violate a fundamental religious belief or lose an employment opportunity. Other issues related to religious conflict can result from hurtful comments made with or without intention.

Under EEO guidelines, a belief is considered religious not only if a religious group professes it, but if the individual in question holds that belief with the strength of traditional religious views. This definition of "religion" is not restricted to the orthodox denominations; it also

includes a lack of belief. In addition to religious beliefs, legal coverage also includes all aspects of religious observances and practices.

Race

Race is defined as "a group of people united or classified together on the basis of common history, nationality, or geographic distribution; a group of persons related by common descent, blood, or heredity, characterized by a more or less distinctive combination of genetically transmitted physical traits."

For centuries, race has been used as the basis for unfair treatment of people. For example, early in our nation's history, Native Americans were forced from their homes and relocated. People from Africa were brought here to be used as slaves, dividing the country both literally and figuratively.

Other groups have also experienced racism. Virtually every new wave of immigrants has experienced a backlash of prejudice and discrimination. Traumatic experiences in our nation's history have also spawned prejudices. For example, after the bombing of Pearl Harbor, America's fear and distrust of the Japanese led to more than 110,000 Americans of Japanese descent being taken from their homes and forced to live in war relocation centers. And in recent years, as a result of the September 11 attacks on the World Trade Center and the Pentagon, people of Middle Eastern descent have become targets of discrimination and hate crimes.

DID YOU KNOW?

Even as recently as the 1960s, it was not unusual to see water fountains and restrooms labeled "white" and "colored."

DID YOU KNOW?

Full desegregation of public schools didn't occur until 1971.

learn more: [U.S.S. Arizona Memorial](#)
[Manzanar NHS](#)
[Boston African American NHS](#)
[Trail of Tears NHT](#)

Sex

Traditionally, men and women have been treated very differently, in terms of the rights and opportunities available to them. During the early years of America's history, a man virtually owned his wife, as he would a material possession. Considered intellectually inferior and physically weaker, women were relegated to the home and to domestic chores.

In 1848, the first women's rights convention was held, marking the beginning of an organized fight for gender equality. This convention was significant to the fight for racial equality as well, because many in attendance also believed in abolishing slavery.

learn more: [Women's Rights National Historical Park](#)

In 1920, after years of struggle by women's rights activists, women were granted the right to vote. Even so, unequal treatment of men and women persisted on virtually every front for years thereafter.

learn more: [Rosie the Riveter/World War II Home Front NHP](#)

DID YOU KNOW?

In the 20 years after Title IX, the number of women receiving a medical

A second wave of women's rights activism began in the 1960s. This new wave led to a number of changes—including equal pay for equal work, more educational and employment opportunities, and the entrance of women into business and political leadership roles.

degree rose from 9 percent to 38 percent.

learn more: [Title IX of the Education Amendments of 1972](#)

Sexual Orientation

Another aspect of diversity that has received legal protection in the United States is sexual orientation. Sexual orientation was added to the list of categories for which discrimination is prohibited through Executive Order 13087, which prohibits discrimination based upon race, color, religion, sex, national origin, handicap, age, or sexual orientation.

learn more: [Guide to Employee's Rights: Sexual Orientation](#)

Disability

People with disabilities represent approximately 19 percent of all Americans. This group includes individuals who have physical impairments, hearing or vision impairments, mental illness, or temporary disabilities, such as a broken limb.

During the mid-1900s, while women and minorities battled for equal rights, this important aspect of diversity went all but unnoticed. Individuals with disabilities were not recognized as having specific rights until the late 1960s and early 1970s. Until that time, there was no acknowledgement of our country's need to allow access to all people. This meant there was no concentrated effort to prevent discrimination based upon disability. Such accessibility aids as structural modifications, communication devices, and other technological advances weren't commonly available.

Activity – Exploring NPS Diversity

Religion, race, gender, sexual orientation, and disability are just a few of the ways in which we differ from each other. The following list of NPS sites presents an even more comprehensive view. In this exercise, you will use these sites to explore different types of diversity.

To complete this activity, follow the steps below.

1. Read through the activity before getting started.
2. Select at least two of the NPS sites listed below. For each site, click its link and read about its history.

DID YOU KNOW?

The most common disabilities (in order) are: heart disease, back problems, mental disorders, cancer, visual impairments.

REFLECT 06

Consider what you learned about the sites you visited. What makes your park or office unique in its history, personnel, or services?

RESPOND

[Andersonville NHS](#)
[Booker T. Washington NM](#)
[Carl Sandberg Home NHS](#)
[Edgar Allen Poe NHS](#)
[Fort Smith NHS](#)
[Golden Spike NHS](#)
[Harpers Ferry NHP](#)
[Kalaupapa NHP](#)
[Lower East Side Tenement Museum NHS](#)
[Manzanar NHS](#)
[New Orleans Jazz NHP](#)
[Pipestone NM](#)
[Port Chicago Naval Magazine NM](#)
[San Francisco Maritime NHP](#)
[Selma To Montgomery NHT](#)

3. Complete the Reflect question on the left (Reflect 06).

PRACTICE

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Diversity and the Law

DIVERSITY TIMELINE

Many of the diversity-related injustices from our history have been addressed through legislation. As early as the 1860s, lawmakers began to recognize the need to protect the rights of certain groups. Since that time, a series of laws have been passed in an effort to "level the playing field" for the nation's diverse population.

Diversity law is broad, encompassing many aspects of human interaction. It governs relationships between employers and employees, landlords and tenants, schools and students, and businesses and customers. Because it is so broad, it applies to and affects the National Park Service in a number of ways. In this part of the module, you will be given an overview of the history of diversity legislation, with special emphasis on two categories of legislation that have had a significant impact on the NPS: equal opportunity law and accessibility law.

NEXT PAGE ->

Equal Opportunity

"Discrimination in employment practices, of course, has not been wiped out by the Commission and Title VII. In many places discrimination is still deeply rooted in habit and custom. But the gates to opportunity have been opened by this new law and the momentum of positive accomplishment will keep Americans moving through these gates more and more and more as this Commission and this Administration continue to pursue their convictions with dedication and resolve."

Franklin D. Roosevelt Jr., Chairman of the EEOC 1965 - 1966

DIVERSITY TIMELINE

Equal Employment Opportunity (EEO) law is the way the federal government ensures that employment is available to all people. Ensuring compliance with this law and investigating charges of discrimination is the responsibility of the Equal Employment Opportunity Commission (EEOC), an organization created by Title VII of the Civil Rights Act of 1964. The EEOC was badly needed in those turbulent times, when discrimination ran rampant. In its first year alone, the Commission received almost 9,000 charges of employment discrimination—more than three times the number it had expected.

learn more: [The EEOC](#)

REFLECT 07

What law did you select? What one new thing did you learn as a result of your reading?

In its early years, the Commission had no enforcement authority; its role, rather, was to help shape equal opportunity law, educate the public as to what constituted discrimination, and mediate between employers and employees.

In the 1970s, the role of the EEOC changed dramatically. With the passage of the Equal Opportunity Employment Act of 1972, the

RESPOND

Commission was granted the authority to file lawsuits against non-compliant, non-responding employers and unions. The same act expanded the EEOC's jurisdiction to include federal, state, and local governments, as well as educational institutions.

Congress once again expanded the EEOC's authority and jurisdiction in the 1990s, with the Americans with Disabilities Act of 1990, the Older Workers Benefit Protection Act of 1990, and the Civil Rights Act of 1991. The resulting increase in discrimination charges filed overwhelmed the Commission's administrative abilities, and spurred the creation of new investigation and enforcement strategies.

REFLECT 08

Name one thing you do to make your work environment a place of respect.

RESPOND

Now that you have had a chance to read about equal opportunity law, take a moment to learn about other diversity-related legislation. Using the link below, read about two of the laws listed on the History of Diversity Legislation page and then answer the reflect question on the left (Reflect 07).

learn more: [A History of Diversity Legislation](#)

The NPS and Equal Opportunity

The NPS, like all employers, is bound by Equal Employment Opportunity law. Because we are a part of the federal government—and because we as an organization believe strongly in equal rights for all—it is even more important that we be vigilant in our compliance. Our policy on equal employment opportunity is based on and consistent with relevant laws; regulations issued by the Equal Employment Opportunity Commission; related EEOC Management Directives; and DOI policies. The basic principles of EEO law within the NPS include the following:

Employees are treated fairly.

Employees are recognized and rewarded based upon ability and merit for their contributions.

Employees have equal access to opportunity for growth and enhancement.

Employees respect each other and are free from harassment, discrimination, and intolerance.

The diversity of society is represented at all levels throughout the National Park Service.

The management and development of employees are recognized as crucial to the success of the National Park Service.

learn more: [NPS Director's Order #16D EEO and Zero Tolerance for Discrimination](#)

By consistently adhering to these principles, setting specific short-term goals, and implementing strategies to meet those goals, the Service is making constant improvement with regard to diversity issues. In recent years, we have dramatically increased the number of women and minorities employed in our Summer Seasonal Employment program. We have also worked to create new relationships with diverse populations by sponsoring conferences for the Hispanic Association of Colleges and Universities, the National Association for

African American Heritage Preservation, and other groups.

Now that you have read about the steps the NPS takes to treat its employees equally, take a moment to think about how you help make your work environment a place of respect by answering the reflect question on the left (Reflect 08).

PRACTICE

NEXT PAGE ->

Accessibility

DIVERSITY TIMELINE

Although we may think of accessibility as being an issue only for disabled individuals, it is actually important to all of us. Without it, our freedom is limited. Consider the following examples of how freedom can be restricted by lack of access:

Being unable to drive a vehicle because it will not start

Being unable to use the phone due to a power outage

Being restricted in your activities due to limited financial resources

These are examples that most people can relate to, because they are somewhat commonplace in our lives. But they are minor in comparison to the challenges a person with a disability may experience on a daily basis. Different disabilities result in different limitations to access, including access to:

DID YOU KNOW?

Applications for employment must be available in alternative formats.

Written materials (memos, safety procedures, policies)

Video materials

Interpretive programs and activities

Buildings and structural surroundings (walks, ramps, curbs, entrances, elevators, restrooms, parking lots)

For example, people with hearing or vision impairments may have limited access to communication devices. People with mobility impairments may have difficulty accessing buildings that are not equipped with ramps or lifts. And people with certain illnesses may be limited in their access to work, due to a supervisor's lack of knowledge, or fear, of the illness.

DID YOU KNOW?

An evaluation of every NPS site is completed each year to determine its level of physical access.

Three important laws govern accessibility: The Architectural Barriers Act, the Rehabilitation Act, and the Americans with Disabilities Act. Together, these laws create a set of standards that ensure that everyone has equal access to public buildings, programs, and communication. Learn more about these laws by clicking on the link below.

learn more: [Laws Related to Accessibility](#)

Universal Design

Originally, "accessibility" meant designing or adapting facilities and products for people with disabilities. Eventually, however, it became apparent that making a facility or product accessible for users with disabilities also made it easier for the general public to use. For

example, ramps and automatic doors make buildings more accessible to both people using wheelchairs and people using strollers.

This led to the development of "Universal Design"—an approach to creating facilities and products that are usable by people with the broadest range of abilities, in the broadest range of situations. Essentially, the goal of Universal Design is to simplify use for as many people as possible.

learn more: [Universal Design](#)

The NPS and Accessibility

As you may recall from Fundamentals I, many of the NPS's visitor centers were built in the early 1960s, as part of Mission 66. Because these centers were built prior to the passage of the Architectural Barriers Act of 1968, those early centers were not easily accessible to all patrons.

In 1973, with the passage of Section 504 of the Rehabilitation Act, accessibility became an even greater priority. In response to the new legislation, the NPS initiated the Accessibility Management Program. The program's goal is to develop "a comprehensive strategy to provide people with disabilities equal access to all programs, activities, services, and facilities." One component of the program included hiring Disability Coordinators for all parks, as well as Regional Accessibility Coordinators for each of the Service's seven regions.

The Accessibility Management Program provides a variety of materials that are helpful in making facilities accessible. They include: A Guide for Accessible Transportation Systems, Information about the Servicewide Accessibility Coordinating Committee, and Service Animal Policies.

learn more: [Accessibility Management Program](#)

Another organization that works with the NPS on accessibility issues is the National Center on Accessibility (NCA). The NCA is committed to the full participation in parks, recreation, and tourism by people with disabilities. Through its education, research, and technical assistance professionals, the NCA provides information on how to include people with disabilities in recreation, parks, and leisure areas and programs.

learn more: [National Center on Accessibility](#)

In addition to making structural modifications, the NPS has also worked to make its interpretive programs accessible. Some of these efforts have included offering sign language interpreters and literature in Braille.

These various modifications are outlined in Director's Order #42, which identified five different objectives. They are to:

1. Provide the highest level of accessibility that is reasonable for people of all abilities in all facilities, programs, and services,

instead of providing "separate" or "special" programs

2. Implement this goal within the daily operation of the NPS, its policies, organizational relationships, and implementation strategies
3. Provide further guidance and direction regarding the NPS interpretation of laws and policies
4. Establish a framework for the effective implementation of actions necessary to achieve the highest level of accessibility that is reasonable
5. Ensure the implementation of "Universal Design" principles within the National Park System.

For this kind of improvement to continue, it is important that we who make up the NPS, both individually and as a unit, do our part. In the next part of this module, Diversity and the NPS, you will learn how you can play a role in making our national parks and programs more accessible to all.

PRACTICE

NEXT PAGE ->

Diversity and the NPS

"Respect: We embrace each other's differences so that we may enrich the well-being of everyone."

National Park Service, Core Value

DIVERSITY TIMELINE

Diversity is important to the NPS on two levels. We are, as you learned in the previous pages, bound by law to ensure that people are treated equally. Just as important, we are committed to providing fair, respectful treatment and opportunities to all individuals.

Not only is this the correct thing to do; it is the smart thing to do. By fostering diversity in the workplace, we create an environment in which every employee can reach his or her full potential. And by fostering diversity in our parks and our visitors, in our partners and our virtual visitation, we better achieve our mission—to preserve our natural and cultural resources for the enjoyment, education, and inspiration of this and future generations.

In this part of the module, you will learn how the Service is working to increase diversity, and what your role is in this effort.

NEXT PAGE ->

People and the Parks

"In order to do our important job for this and future generations, our staff must represent all segments of American society. Our parks and programs also must reflect and serve all of the American people."

Former NPS Director, Robert Stanton

DIVERSITY TIMELINE

Our interactions within the NPS include a variety of people: our employees, our visitors via the Internet, and our traditional visitors, our partners, and others who come into contact with the NPS. It is vital that we respect differences in all of these groups to ensure that

we truly serve all Americans.

Employees

Fostering diversity within our workforce is critical to the NPS. Having employees who represent our society's various groups better guides our efforts to preserve our nation's heritage and to understand our visitors' views and perspectives. In order to encourage diversity, we must ensure that our work environment is free of discrimination of any kind.

REFLECT 09

Visit the EEO Counselor website and find your counselor. Then click on the Respond button below and enter your counselor's name.

[Click Here.](#)

RESPOND

Despite our commitment to providing a fair and equal workplace, the NPS is not exempt from diversity-related problems. Some of those problems include:

Individuals who feel they have been sexually harassed. This harassment can occur across or within genders.

Employees who, for religious reasons, wear specific garments and need clarification on uniform standards. This may involve questions regarding whether specific garments are either required or prohibited.

Employees who feel as though they are being harassed because of their age. Such harassment may take the form of questions or statements like, "Hey, when are you going to retire?" or "You can't know any better because you haven't been around long enough."

Employees who feel they have been discriminated against on other diversity issues, such as race or disability.

If you encounter a diversity-related problem on the job, there are four interventions you can seek. You can:

Contact your supervisor and ask for assistance.

Contact an Equal Opportunity Counselor at your park or region, who will listen to your situation and provide guidance (See Reflect 09).

Use the Conflict Resolution program (CORE), an early-intervention process that uses a third party to help resolve problems.

File an EEO Complaint if you believe you have been discriminated against on the basis of race, color, religion, sex, national origin, age, physical disability, mental disability, or sexual orientation. Remember, you must file an EEO Complaint with an EO Counselor within 45 days of the incident.

You are not limited to one type of intervention. You can seek any of them before, during, or after other resolutions are attempted. Of the interventions listed above, the EEO Complaint is the only formal grievance process.

learn more: [What Can I Expect from an EO Counselor?](#)

You may encounter other incidents in the workplace that may or may not be identified as discrimination, but nonetheless make you uncomfortable. Examples of these incidents may include inappropriate comments, jokes, or actions. In these cases, it is suggested that you

DID YOU KNOW?

EO Counselors are trained to assist with questions about making your working environment more comfortable for you and your coworkers.

approach the offending person individually to express your discomfort and seek resolution. If you are not comfortable doing this, it is recommended that you seek assistance from a Human Resources or EO representative.

Activity - Conflict Resolution Video

This short activity will help you become more familiar with the Conflict Resolution program (CORE).

To complete this activity, follow the steps below.

1. Read through the entire activity before getting started.
2. Read introductory material in the following link. [What Is CORE?](#)
3. Next, open the [Conflict Resolution Video](#) web page by clicking on the underlined link.
4. Move your cursor to the bottom of the page and click on the "Download executable file" link to begin downloading the video. Click "Run" when prompted.
5. While you are waiting for the video, read about how CORE's early-intervention process can be used to help resolve problems.
6. Next, be sure to watch the 12 minute video. When it has ended, click on "File" and then "Close" to exit from the video.

Because conflict, both good and bad, does happen in the workplace we need to be aware of the ways that we can use it to our advantage. Click on the learn more below to take a one hour DOI University online course to gain a greater understanding of the benefits of using alternative dispute resolution and collaborative processes. The presentation will define terms that are critical to understanding conflict management, as well as describe when these processes should, and should not, be used. In short, it will explain how effective conflict management can help further the mission of your agency.

learn more: [Conflict Happens: How Do You Make It Work For You?](#)

Visitors

As we work to foster diversity among our park visitors, we are faced with some specific challenges. For example, visitor surveys indicate that Hispanics and African Americans do not visit the parks in the same numbers as other cultural groups. We also face an ongoing need to make our sites and programs more accessible for those with disabilities.

learn more: [Director's Order #42: Accessibility for Visitors](#)

It is important that we take steps to correct these situations. To fulfill our purpose, we must ensure that our park system offers "something for everyone." We can best do this by looking at our visitors as whole persons—with unique perspectives, interests, and needs. Doing so can help us understand why some sites are highly regarded by certain

visitor groups, and what particular viewpoints and needs those groups might have. For example, Manzanar is frequently visited by persons of Japanese descent who were themselves interned there or had family members who were. Similarly, the USS Arizona is often visited by WWII veterans, many of whom have mobility impairments. Understanding the viewpoints and needs of these visitor groups can help create a more sensitive National Park Service that better serves our public.

In recent years, we have made tremendous strides toward reaching this goal. In 1998, the NPS established the Cultural Resources Diversity Initiative, a program dedicated to diversifying the cultural resources and historic preservation field through new programs and approaches. These resources represent both positive and negative aspects of our history, and each has a great deal of important information to share.

learn more: [Cultural Resources Diversity Initiative](#)

PRACTICE

NEXT PAGE ->

What We Can Do

"Diversity is no longer just sound public policy, it has evolved into a strategic imperative for the long-term survival of the NPS."

NPS Director, Fran Mainella, 2002

DIVERSITY TIMELINE

To create the diverse organization we strive for, NPS employees must make diversity awareness a part of their everyday lives. Diversity awareness starts with an understanding of, and sensitivity to, other cultures. One key area to be aware of is the language you use. Awareness continues with a willingness to adapt and modify situations to accommodate individual needs and abilities.

The previous pages of this module provided information about diversity history and legislation. This page is a "call to action." You, as an NPS employee, are responsible for taking action to ensure that the National Park Service truly serves all of the American people. Some of the ways you can make a difference are discussed below.

REFLECT 10

Name one thing you do to increase understanding and sensitivity to diversity in your work environment.

RESPOND

The first call to action involves how we communicate. Some see the terminology related to specific diverse groups as an issue of political correctness. In fact, it is an issue of respect. As our society changes, so will our terminology. Therefore, the best way to ensure that you are using respectful terms is to ask the individual what he or she prefers.

Common sense and politeness will take you a long way. In most cases you need not make reference to a person's cultural group, disability, or gender at all. However, when these issues are relevant to a situation, be sure to place the emphasis on the person first, rather than on the group to which he or she may belong. For example, by saying, "Please give the visitor who does not speak English a copy of the Spanish language guide," you are focusing first on the fact that the person is a visitor, rather than on his or her cultural identity.

In addition to language, you should also be aware of some of the tools that can assist you when communicating with others. For example, a TTY or another type of Telecommunication Relay Service may be needed

when you are communicating with people who are deaf or have hearing impairments. These are just a few of the many services and programs that are available to you. Read about these tools in the learn more below.

learn more: [Telecommunications Relay Services](#)

Communicating appropriately and respectfully is an important part of demonstrating diversity awareness. The following list provides some other ways you can raise your personal level of awareness—and thereby help the NPS raise its organizational awareness.

Acknowledge your familiarity (or lack of familiarity) with other cultural groups.

Make it your practice to act, instead of watch. Speak up if you see injustice, discrimination, or insensitivity.

Be aware of offensive jokes, screensavers, bulletin boards, posters, desk items, and other materials in your workplace.

Be alert to aspects of your park or office that are challenging to those with disabilities. Point out any problem areas to your accessibility coordinator.

Be aware of your own comments and actions. You may inadvertently be saying or doing things that are offensive to someone.

As you continue your career within the NPS, remember to be aware of the role that diversity plays in all interactions and use that knowledge to work toward practicing the Service's Core Values. Eradicating discrimination and fostering respect for all people within the NPS is not something that can be fixed by a program or dictated by a Directors Order. It is dependent upon the attitudes and behaviors of every single employee at every level. Creating a workplace that includes all people begins with you (See Reflect 10).

Activity – Redefining Diversity

The activities and information provided in this module were intended to help you both examine your own diversity and better understand the perspectives of others. As you may remember, your first activity was to define diversity from your own perspective. After working through this module, your definition may have changed. Your last activity, therefore, will be to define diversity as you now see it, after completing this module.

To complete this activity, follow the steps below.

1. Read through the activity before getting started.
2. Click the button below to open Worksheet 2: Personal Definition of Diversity.
3. Complete the worksheet by typing your answer in the space provided.

4. Once you have answered the question, click the Submit button at the bottom of the worksheet.

PRACTICE

NEXT PAGE ->

Module 2: Diversity

DIVERSITY TIMELINE

This module was designed to guide you as you think about aspects of diversity within the National Park Service. These aspects include your own beliefs and the beliefs of others, diversity legislation, and your role in supporting diversity in your workplace.

To complete the module, be sure you are familiar with the material covered in the module. In particular, you should feel you are able to:

Describe your own diversity and how it influences your role as an NPS employee.

Identify how you can play an active role in supporting diversity in your workplace.

List at least three different pieces of legislation that have had an impact on diverse groups in our nation's history.

If you have not already completed the activities within the module, you may want to do so now. They provide useful ways to test your understanding and better prepare for the assessment.

Also, please be sure you have answered all the Module 2 Reflect questions, which are located in the column to the left throughout the text. Your answers to these questions will be recorded and compiled throughout NPS Fundamentals IV. Below are links to the questions you have not yet answered.

MODULE 3 ->

Module 3: Health and Safety

“Ultimate accountability rests with each of us for our personal safety and that of our fellow employees. Our behavior and attitudes on the job are critical—are critical—to reducing job-related injuries.”

Former NPS Director, Robert Stanton

In previous modules, you have read about the National Park Service's commitment to stewardship of the natural and cultural resources entrusted to it. This module focuses on stewardship of a different sort of resource: employees. The NPS is committed to protecting the health and safety of its employees, just as it is committed to protecting its other precious resources.

In this module, you will learn how to help the Service in that commitment by creating and sustaining a workplace where

employees are truly a first priority.

This module is divided into the following sections:

Your Health

Exercise

Nutrition

Stress Management

The NPS and Safety

The Cost of Accidents

Preventing Accidents

What to do if an Accident Occurs

Module 3 Assessment

As you work through this module, read each page and answer the Reflect questions you will find in the column to the left. Also, try the Practice activities, as they will help prepare you for the Assessment, which you must take and pass at the end of the module.

After completing this module, you should be able to:

Identify the components of a healthy lifestyle.

Identify and reduce the risks associated with your job.

Respond to unsafe conditions and at-risk behaviors.

Get started now by clicking the Next Page button below. It will take you to the first page of the module, Your Health.

[NEXT PAGE ->](#)

Your Health



As you learned in NPS Fundamentals III, choosing the right type of insurance is one way of planning for your healthcare needs and protecting your quality of life. Another way to do this, both during your career and after you retire, is to make healthy lifestyle choices. While it is critical to plan ahead for the possibility of illness and accident, it is equally important to consider what you can do today to protect your health. The lifestyle decisions you make on a daily basis can have a major impact on both your short- and long-term health.

Three of the most important aspects of maintaining a healthy lifestyle are exercise, nutrition, and stress management. In this section of the course, you will examine each of these aspects. While some of the information presented may not be new to you, it can still be beneficial to review. Please take this opportunity to evaluate how the information currently applies to your life and begin identifying ways to make improvements and set goals for yourself.

Exercise



Exercise is beneficial, both physically and mentally. When done regularly, it can strengthen your heart, lungs, bones, and muscles. It can help alleviate tension and stress. And, when combined with a proper diet, it can lower your blood pressure and cholesterol, and help you lose weight.

Different types of exercise have different levels of intensity and offer different benefits.

Aerobic exercise is defined as a physical activity that requires oxygen from the blood to fuel the heart. It is repetitive and continuous, and causes the breathing and heart rate to increase. When done regularly for 30 minutes or longer, aerobic exercise will strengthen your heart and lungs. However, it is not especially effective at building muscle.

Strength training involves pushing or pulling against a progressive degree of resistance, as with free weights or weight machines. It builds muscle mass, which can both increase the rate at which your body burns fat and reduce your chance of injury due to muscle strain.

Flexibility involves stretching to lengthen your muscles and increase the range of motion in your joints. While this type of exercise does not offer the same cardiovascular benefits as aerobic exercise, it is an important way to maintain mobility and prevent injury.

DID YOU KNOW?

In order to lose 1 pound, you need to burn 3,500 calories.

Any type of exercise can have long-term benefits if done regularly over time. No matter what type, intensity, duration, or frequency you choose, it is always better to do a little than to do none at all.

There are many simple ways to add more physical activity to your day. Park a few blocks from your destination and walk the rest of the way, take the stairs instead of the elevator or escalator, or simply take a brisk stroll on your lunch break. Take a moment to think of ways to increase your physical activity at work by answering the reflect question on the left (Reflect 01).

REFLECT 01

How can you improve your fitness level by changing the way you act and the things you do in the work place?

RESPOND

learn more:

[When Should I Consult a Doctor?](#)
[Effective Ways to Avoid Injuries](#)

Activity - Exercise

This activity is designed to help you begin planning ways to increase

your physical activity. Remember that while making a plan is an important first step, you must follow it consistently, over time, to really improve your health.

This is a recommended activity. You are not required to complete it, but it can be a helpful way to plan for incorporating exercise into your life. To complete the activity, follow the steps below.

1. Read through the activity before getting started.
2. Review the information found on the NIH and Mayo Clinic web pages found in the Learn More above.
3. On a piece of paper, list three activities that you might participate in and the column—A, B, or C—from which each activity came.
4. List the benefits you hope to gain from exercising.
5. List your target heart rate zone. (Use the information on the web page to determine your target zone.)
6. Place the information in the appropriate location with your other NPS Fundamentals materials.

Note: You may need to consult your doctor before beginning an exercise program.

PRACTICE

NEXT PAGE ->

Nutrition



Your diet can influence your overall health in various ways. It can affect your resistance to illness, your energy level, and even your ability to think clearly and quickly. If your body is getting all the nutrients it needs, in proper proportions, it should function efficiently, generate enough energy, and repair any damage it sustains.

There are six categories of essential nutrients: carbohydrates, fats, proteins, vitamins, minerals, and water. The federal government has established recommended daily values for each of these nutrients, which are listed on all food labels. These values can help you determine whether you are getting proper amounts of all the nutrients you need.

The Department of Agriculture's MyPyramid Food Guidance System is another useful tool for ensuring that you get a well-balanced diet. According to MyPyramid, the majority of a healthy diet should consist of fruits, vegetables, whole grains, and fat-free or low-fat milk and milk products. Saturated and trans fats, salt, and added sugars should make up the smallest part of your daily intake. Take a minute to review the food guidance system and then answer the reflect question on the left (Reflect 02).

REFLECT 02

List three things you can do to improve your nutrition.

learn more: [MyPyramid Food Guidance System](#)

Failing to give your body enough of the nutrients it needs can lead to an array of health problems. For example, protein deficiency can cause muscle loss. Not getting enough water can cause headaches and, ultimately, kidney difficulties. And a lack of vitamins and minerals can cause any number of problems—from loss of bone density to anemia.

Still other problems can arise from giving your body too much, or the wrong proportions, of the nutrients it needs. One of the most common nutrition-related health problems in the United States today is obesity. Obesity is medically defined as weighing 20-25% more than the maximum desirable for an individual's height or having a body mass index (BMI) of over 30. Individuals with a BMI between 25 and 29.9 are considered overweight, rather than obese.

Both overweight and obese individuals are at increased risk for many different types of health problems, including high blood pressure, diabetes, heart disease, stroke, gallstones, and some types of cancer.

Activity - Nutrition

In this activity, you will use a dietary and physical activity assessment tool to see how your diet measures up against MyPyramid food recommendations. To complete the activity, follow the steps below.

1. Read through the activity before getting started.
2. Go to the [food intake and physical activity assessment tool web page](#).
3. Click the "New User Registration" link and follow the directions for saving your personal information.
4. Once your information is saved, click the "Assess Your Food Intake" link. You may also wish to assess your physical activity. The following directions are for food intake assessment.
5. Following the directions, enter each item of food you ate during the day you are recording. Be sure to choose a typical day, to get an accurate measurement of your normal eating habits.
6. After entering each food item, click on the "Select Quantity" button and select the serving size and number of servings for each food item you entered.
7. Click on the "Save & Analyze" button.
8. Click the "Nutrient Intake" link and examine the resultant information. You may wish to compare your results with several of the provided links. Print the pages for your future reference. If you wish, visit this site again to continue using the nutrient intake assessment tool.
9. Place the information with your other NPS Fundamentals

materials.

Once you've had a chance to compare your average daily diet with the recommended nutritional intake, take a moment and ask yourself if the foods you are eating provide the nutrition you need for your lifestyle. If they are not, what are you willing to do to improve your diet?

PRACTICE

NEXT PAGE ->

Stress Management



Stress is a feeling of tension that can be both emotional and physical. It usually occurs when your body identifies the need to defend itself from a difficult emotional situation, a physical pain, or a physical danger. This defensive instinct is important in emergencies; it makes our hearts beat faster to pump blood to our muscles more quickly. But it can eventually cause physical and emotional damage if it persists.

Stress is often described as either acute or chronic. Acute stress is short-term stress, caused by events or situations—such as meeting a deadline at work, being stuck in traffic, or giving a speech. A moderate amount of this type of stress can help you concentrate and perform well. Too much of it, however, can be unhealthy. It can cause your blood pressure to rise, your heartbeat to speed up, and your muscles to tense, along with other physical reactions. It can also cause you to become irritable, anxious, or depressed.

Chronic stress is long-term stress. It is caused by ongoing situations in which a person feels trapped. Continual financial struggles, unpleasant circumstances at work, or an unhappy marriage or relationship can all cause chronic stress. It can also be caused by traumatic childhood experiences. The body's reaction to chronic stress is often similar to that of acute stress. However, because chronic stress is ongoing, the reactions are compounded and can lead to more severe problems, such as heart attack, stroke, and feelings of hopelessness.

Managing stress is important in maintaining balance in your life. In order to do this, you must be able to recognize when you are stressed. Although people experience stress in different ways, it typically includes symptoms listed earlier: higher blood pressure, a faster heartbeat, tensed muscles, irritability, anxiousness, or depression.

Experts offer a number of suggestions for managing stress and its effects:

Assess your situation. Is there a way to avoid the factor that is causing the stress, such as delegating work?

REFLECT 03

Name three things you can do to relieve stress when it becomes too high.

RESPOND

Consider ways to confront the situation that is causing you stress. Could it be improved with better time management or planning?

Get regular exercise, good nutrition, and plenty of sleep. These are important ways to reduce stress and restore balance.

Stay connected with family and friends, and turn to them when you need help.

REFLECT 04

What goals would you like to set to improve your overall health?

RESPOND

Many experts also recommend relaxation, meditation, or prayer. Take a moment to think about strategies you might use to reduce stress in your own life, and then answer the reflect question on the left (Reflect 03).

It is easy for our lives to get out of balance. We seem to live at a faster pace that puts more demands on our time. If stress or other problems in your life become too great, please turn to the Employee Assistance Program (EAP) for help. It provides free and confidential assessment, short-term counseling, referral, and follow-up services. It helps employees who have personal or work-related difficulties, such as personal finance problems, health and wellness issues, legal assistance, family matters, a need for dependent care, and drug and alcohol abuse. You can contact your servicing personnel office for your EAP's phone number and location. Help is also available all day, all week, all year at 1-800-222-0364. (TTY: 1-888-262-7847.)

Activity - Stress Management

In this activity, you will learn more about stress and ways to cope with it. In order to complete it, follow the steps below.

1. Read through the activity before getting started.
2. Go to the National Mental Health Association web page. (<http://www.nmha.org/infectr/factsheets/41.cfm>)
3. On a piece of paper, list the things that cause stress in your life.
4. Is this stress short-term or long-term?
5. How does this stress affect you, your family, and your job?
6. Which of the items on the web page listed under "Tips for Reducing or Controlling Stress" could you implement?
7. Place the information in the appropriate location with your other NPS Fundamentals materials.

Before you move on to the next section, think about some changes you would like to make to improve your overall health, and then answer the reflect question on the left (Reflect 04).

PRACTICE

NEXT PAGE ->

FUNDAMENTALS IV

MODULE 1

MODULE 2

MODULE 3

YOUR HEALTH

EXERCISE

NUTRITION

STRESS MANAGEMENT

THE NPS AND SAFETY

THE COST OF ACCIDENTS

PREVENTING ACCIDENTS

WHAT TO DO IF AN
ACCIDENT OCCURS

Module Review

UTILITIES

HELP

FAQ

TECHNICAL REQUIREMENTS

REVIEW THE TOUR

RESOURCES

You're logged in as:

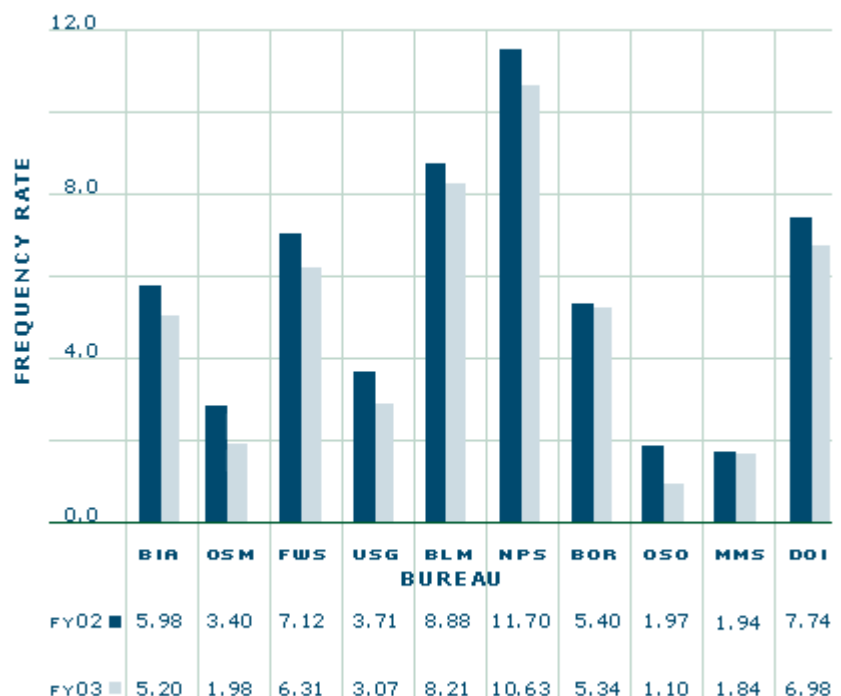
laura_congdon@nps.gov

The NPS and Safety

In recent years, the NPS has experienced the highest employee accident rates of any bureau within the Department of the Interior. This is unacceptable. As an organization, this is our first concern.

The graph below, from the DOI's SafetyNet Program, shows the Service's incident rate relative to those of the other DOI bureaus. As you can see, although the number of NPS incidents has begun to decline, it is still significantly greater than that of the other DOI bureaus.

DOI GOVT EMPLOYEES - SMIS INJ/ILL INCIDENT RATE FOR
FY02 VS FY03



Only Government Employees Included
Government Employees Denied Cases Excluded

To correct this problem, the NPS has developed a vision and plan for a safer future, in which employees work safer and smarter; risks are identified, and solutions developed to address them; and all levels of the organization are permeated by an awareness of and focus on safety. The NPS Employee Safety and Health Implementation Plan includes a vision, actions and goals that guide the National Park Service in implementing an effective employee safety and health program. The NPSafe program was established from the Plan to promote safe workplace behaviors and educate employees about preventing unsafe situations. If you are not familiar with the NPSafe program click on the Learn More link below for more information.

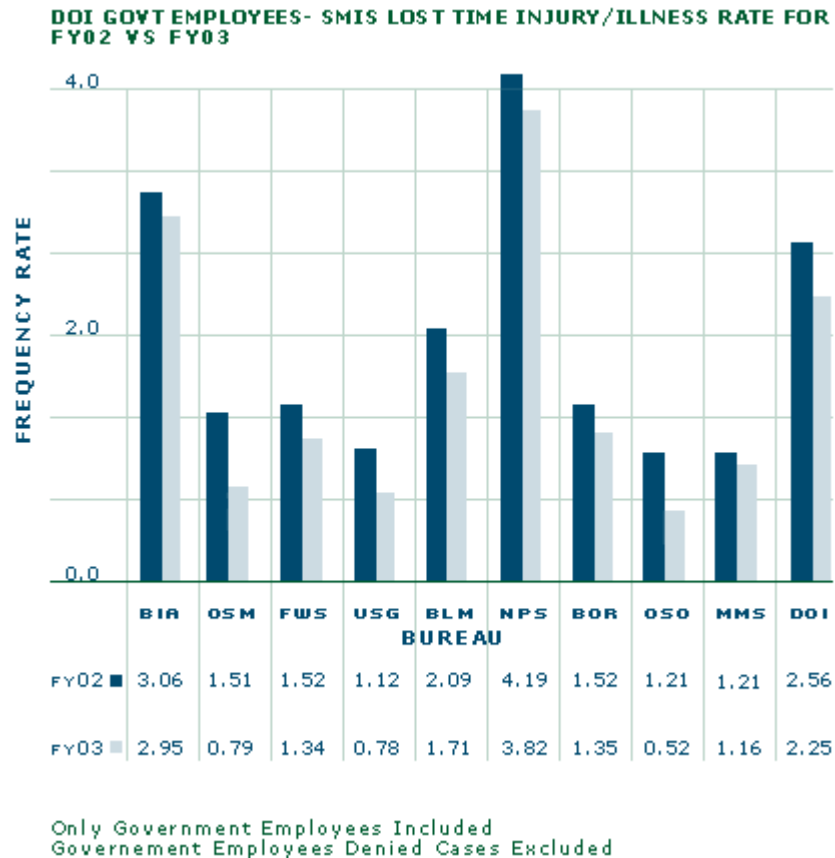
learn more: [NPS Employee Safety and Health Implementation Plan](#)

Making this vision a reality will require a commitment from every NPS employee—including you! In this part of the module, you will learn how you can help create and sustain a workplace where safety is the first consideration safety should be, not just a slogan, but a style of work and a code of commitment for you and your coworkers.

[NEXT PAGE ->](#)

The Cost of Accidents

Each year, the NPS temporarily loses approximately 6 percent of its employees due to work-related injuries and illnesses that take them off the job for more than one day (the lost-time incident rate). These injuries and illnesses come with a high cost—both for the Service and for the individuals and families who are affected.



The greatest cost is in terms of health and lives. Some of the injuries sustained on the job are quite serious, or even fatal. It is this cost—the personal suffering of employees and their families—that is our chief concern. Nothing is more important than the well-being of our employees.

These injuries have financial costs as well. Medical payments can be high, both for those injured and for the NPS. In addition, the high accident rate costs the NPS in excess of \$20 million annually in Office of Workers' Compensation Programs (OWCP) payments. And, obviously, lost-time accidents mean fewer people to do the job, which affects our

ability to achieve our goals.

These direct costs of employee accidents, however, are only the tip of the iceberg. There are also a number of hidden costs associated with each incident, as illustrated below.



Some of the hidden costs you see in the image above are the administrative steps involved in managing and reporting an accident. Depending upon the nature of the accident, these steps can be quite extensive—and expensive.

REFLECT 05

What is one thing you could do to prevent a workplace accident?

RESPOND

In a practical sense, there are many things we could do if we spent less money paying for preventable accidents. With the millions of dollars spent annually on preventable accidents, we could purchase supplies and resources we really need. Think of how many more GS-5 seasonal employees we could hire (three months for \$5,647), laptop computers we could purchase (approximately \$3,000 each), reams of photocopy paper we could buy (\$3.25 each), or portable radios we could have (\$1,500 each). By helping eliminate needless on-the-job accidents, you can preserve NPS funding for such important, useful things.

REFLECT 06

What is being done in your park or office to prevent employee injuries?

Even more importantly, helping prevent accidents means protecting yourself and your coworkers from physical, emotional, and financial suffering. While reducing the financial cost of accidents is highly desirable, it is the reduction in suffering that is paramount.

RESPOND

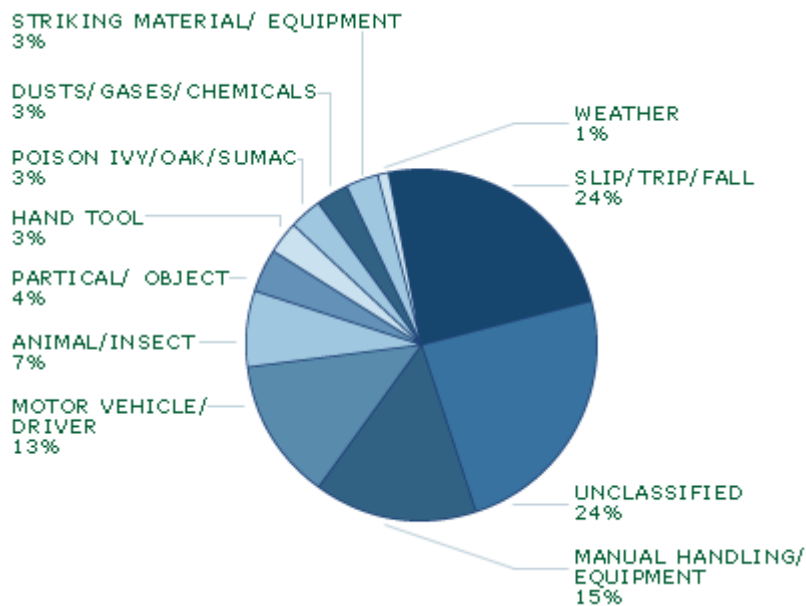
Take a moment to think about what you and your park or office can do to prevent accidents, and then answer the reflect questions on the left (Reflect 05 and 06).

PRACTICE

NEXT PAGE ->

Preventing Accidents

The first step in preventing accidents is identifying how and why they happen in the first place. According to a 1995 analysis by the National Safety Council and the National Park Service, 90 percent of NPS employees' accidents were caused by unsafe work practices. The chart below shows the top ten causes of injuries in the NPS during fiscal year 2004. (Reflect 07)



REFLECT 07

What are the top three most common employee injuries in your park or office? Meet with your unit safety coordinator for this information.

RESPOND

DID YOU KNOW?

If you are new at your job, your risk of injury is much greater than it is for experienced workers.

Employee Safety

One of the most important factors in reducing injuries is identifying behaviors that are likely to lead to accidents. Naturally, no one wants to get hurt—and yet NPS employees do things every day in the course of their jobs that put them at risk for injury. Think back to the discussion of risk management in NPS Fundamentals II. As you learned there, in the past, aspects of NPS culture actually encouraged employees to engage in at-risk behaviors. This is no longer the case. Remember that your safety is always of paramount importance. You will not be punished for refusing to perform an activity for which you do not have the proper equipment or support.

learn more: [NPS Risk Management Program](#)

Surprisingly, new or unusual situations are the cause of only a small portion of injuries. Most injuries are caused by unsafe habits in tasks that we regularly perform. These at-risk behaviors that we exhibit every day, day in and day out, may in fact be the potential cause of injuries waiting to happen. Consider the following at-risk behaviors:

Obstructing walkways in your office with piles of paper, boxes,

REFLECT 08

What hazards are associated with your job? What are some at-risk

behaviors that you or your coworkers exhibit?

RESPOND

REFLECT 09

What can you do to protect yourself from the hazards you face, or how can you change the at-risk behavior to make it safer?

RESPOND

or open drawers

Driving without fastening your seat belt

Working on construction projects without personal protective equipment, such as hard hats and eye protection

These behaviors could lead to a variety of injuries, from bruises and back strains to concussions and death. The risk posed by these activities could easily be lessened or avoided by safer behavior. Consider the difference the following changes could make.

Tidying up paper, boxes, and drawers would clear the walkways in your office, reducing the risk of falling.

Using proper lifting techniques when lifting heavy objects would put less strain on your back.

Fastening your seat belt could lessen your injuries, or even save your life, should you have a car accident.

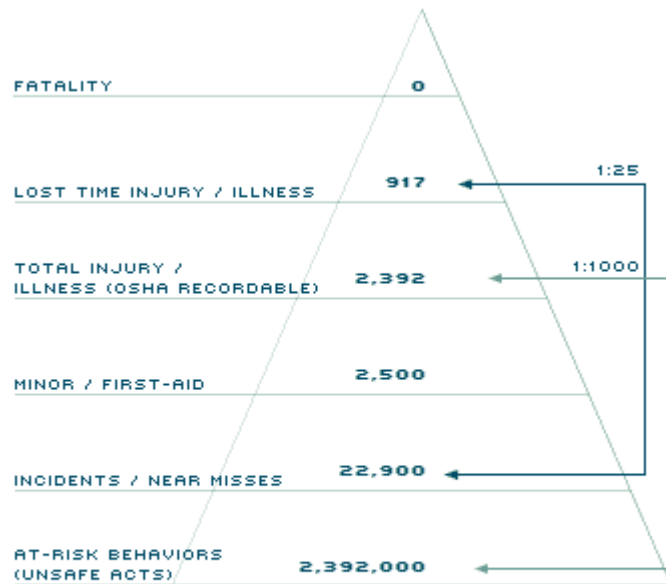
Wearing personal protective equipment could protect you from concussions, eye injury, and other injuries.

Because you have grown accustomed to your working environment, you probably give little thought to the hazards and risks you encounter on a daily basis. In fact, you may not even be aware of them. Try to look at your workplace with fresh eyes and consider the risks posed to you. Then, answer the Reflect questions on the left. (Reflect 08 and 09)

If you would like to learn more about workplace safety, visit the web pages below.

learn more: [Occupational Safety & Health Administration \(OSHA\)](#)
[Occupational Safety and Health Training](#)
[OSHA Safety and Health Topics](#)

At-risk behaviors can and do result in injuries. The pyramid below illustrates how at-risk behaviors in the NPS related to actual safety incidents in 2001.



43,228,877 TOTAL NPS WORK HOURS =
2.2 AT RISK BEHAVIORS / EMPLOYEE / WEEK

By reducing the number of at-risk behaviors—the bottom of the pyramid—we can also reduce the other parts of the pyramid. In other words, simply taking personal responsibility for reducing at-risk behaviors can mean fewer injuries and fatalities.

If you observe at-risk behaviors in your work environment, report them to your supervisor. He or she is required by law to investigate the incident and report back to you. There can be no recrimination to you for reporting the incident. And you can help reduce the number of injuries at your park or office.

learn more: [NPS Safety Resources](#)
[Director's Order #50B: NPS Occupational Safety and Health Program](#)

Visitor Safety

Millions of people visit national park areas each year. Whether they come to learn about a historic event, to gaze at scenic wonders, or to indulge in recreational activities, visitors are often unprepared for the parks' environment.

Park and office staff try to alert visitors to hazards in a number of ways, such as by conducting public education programs and posting signs. Parks and offices also try to reduce or eliminate hazards through administrative actions (such as closing trails during inclement weather), and through engineering solutions (such as installing handrails at dangerous overlooks).

As an employee of the NPS, you can play an important role in visitor safety by being the eyes and ears of your superintendent. When you see a hazard or have a suggestion for improving a hazardous situation, report it to your supervisor! He or she is legally required to investigate the report, and there can be no recrimination to you.

learn more: [The NPS Public Safety Program](#)

What to do if an Accident Occurs

REFLECT 10

What kind of emergency responses are you qualified to make? What kind are you expected to make?

RESPOND

Despite everyone's best efforts to keep the workplace safe for employees and the parks safe for visitors, there is always the chance of injuries. Should you be present when one occurs, you must be prepared to assist in the most appropriate and effective way. That means taking three important steps:

1. Respond
2. Observe
3. Report

Each step is discussed in detail below.

Respond

Administer first aid if necessary, **ONLY** to the level of certification you hold. Talk with your supervisor regarding first aid training that may be available through your office, and about the park or unit's expectations of you as a responder. If your park or office does not offer training, and you want to pursue it on your own, contact your local fire department, emergency medical services coordinator, Red Cross, or other local agencies (Reflect 10).

Seek assistance by dialing 911 or using the park radio system to contact a first aid responder, emergency medical technician, or individual with medical training.

Observe

Write down your observations. Injuries are usually investigated by the park or office safety staff, law enforcement staff, or tort claim investigator. You can help these investigations by writing down everything you observed. Remember, your job is not to determine the cause of the injury, but to record observations that might help an investigator determine the cause.

Things to record include:

Conditions at the time – For example, was it raining? Had the path been salted if conditions were snowy? If there was a hazard, was a warning sign in place?

Condition of the injured person – For example, what kind of shoes did the injured person have on? Would these or any other clothing item have contributed to the accident?

General circumstances – For example, was there a crowd or was the person alone? Were there distractions that might have contributed to the accident?

Report

A visitor who has been injured has the right to file a tort claim, which is a claim against the government for redress of physical injury or damage to property sustained while on federal property. If a visitor specifically asks about compensation, direct him or her to your supervisor.

If the injured person is an NPS employee, the details of the injury should be reported to the supervisor. The supervisor is responsible for ensuring that the proper forms are completed and also for using the [Safety Management Information System \(SMIS\)](#) to document the incident. The injured person is also responsible for going online to SMIS and completing his/her section of the CA-1 to expedite the filing of the claim with the Office of Workers' Compensation Programs (OWCP). Further investigating and reporting procedures may involve the injured person, the immediate supervisor, and other individuals. For a complete outline of the series of administrative steps that can be involved in managing an accident, see the Accident Investigation and Reporting Process below.

learn more: [Accident Investigation and Reporting Process](#)

The supervisor, Office of Workers' Compensation Program (OWCP) Coordinator, and/or safety manager will assist the injured employee by providing necessary information, reducing paperwork errors, and generally responding to the employee's needs. In addition, stress-management services are available to those who were involved in or present during the accident.

learn more: [Critical Incident Stress Management](#)

Activity – Safety and Health Record

Now that you have completed the safety portion of this module, you may want to meet with your immediate supervisor to discuss what you have learned about safety and how to apply it in your workplace.

This is an optional activity. To complete it, follow these steps:

1. The button below links to the Employee Safety and Occupational Health Record. This record can serve as a useful tool when discussing safety with your supervisor.
2. Click and print the [Employee Safety and Occupational Health Record](#).
3. If you choose, make an appointment with your immediate supervisor to discuss the areas of concern to you, or unclear items on the Employee Safety and Occupational Health Record.

PRACTICE

NEXT PAGE ->

Module 3: Health and Safety

This module was designed to help you better understand the many aspects of creating and sustaining a workplace where employee safety is a priority.

Be sure you are familiar with the material covered in the module. In particular, you should feel you are able to:

Identify the components of a healthy lifestyle.

Identify how to reduce the risks associated with your job.

Explain the most common types of accidents and the cost of accidents Servicewide.

Identify ways in which you can respond to unsafe conditions or at-risk behaviors.

As you finish the requirements for NPS Fundamentals IV, you may want to organize your materials. To make sure this section is complete, please review the following:

1. Click on the link below to open your responses to the Reflect questions, and print the worksheet. It contains the answers you provided for all of the Reflect questions in NPS Fundamentals IV. If you have not completed all of the Reflect questions, you will need to go back and complete them before you can take the Assessment. This is also a good time to print them out.

REFLECTS

2. If you have not already answered the Practice questions or completed the optional activities, then you may return to them now. To verify that you have completed each activity you intended to complete, click on the link below and review the titles of each activity available in NPS Fundamentals IV.

ACTIVITIES

Once you are satisfied with the Practice questions, Reflects, and Activities from NPS Fundamentals IV, you should be prepared to take the NPS Fundamentals IV Assessment.

In order to complete Fundamentals Unit IV, you must take and pass the assessment with a score of 80% or greater. The assessment is required, and your score will be recorded. After you successfully pass an assessment, you will have the opportunity to print your certificate from DOI Learn's course list view. The course list is located under My Courses-->Online Courses on the DOI Learn top navigation.

To begin the Course Assessment, please locate the Testing tab on your DOI Learn Console, the fifth tab from the left.

Your Fundamentals IV Reflections

Throughout Fundamentals IV you have answered Reflect questions, which prompted you to pause for a moment, think about what you were learning, and provide a response. Your answers to these questions are compiled below.

PRINT

Module: 2 - Reflect 1

How has your understanding of diversity changed over time?

Your Response:

By being exposed to more differences than myself and having more experiences that open my mind

Module: 2 - Reflect 2

How are you similar to and different from your co-workers?

Your Response:

Love environment and NPS mission, but life history and habits differ

Module: 2 - Reflect 3

Name two challenges that similarities and differences pose in your work environment.

Your Response:

The way we organize our time and how we communicate to each other

Module: 2 - Reflect 4

Name two advantages that similarities and differences pose in your work environment.

Your Response:

We are all working under one mission and know it and our combined backgrounds fill in a variety of roles that create a well-rounded staff

Module: 2 - Reflect 5

Think of a time when you were in a group of people and felt that you were in the "minority." What did you do? How did others respond to you?

Your Response:

I was quieter, as I wanted to learn. I was attended to more often because of being different

Module: 2 - Reflect 6

Consider what you learned about the sites you visited. What makes your park or office unique in its history, personnel, or services?

Your Response:

Part of our park's mission is to share information about Juan Rodriguez Cabrillo whose face and nationality is still unknown for sure.

Module: 2 - Reflect 7

What law did you select? What one new thing did you learn as a result of your reading?

Your Response:

1997: The Individuals with Disabilities Act Amendments of 1997 (IDEA) strengthens academic expectations and accountability for children with disabilities.

Module: 2 - Reflect 8

Name one thing you do to make your work environment a place of respect.

Your Response:

I keep it clean

Module: 2 - Reflect 10

Name one thing you do to increase understanding and sensitivity to diversity in your work environment.

Your Response:

Include a variety of answers from various perspectives when answering a visitor question

Module: 3 - Reflect 1

How can you improve your fitness level by changing the way you act and the things you do in the work place?

Your Response:

Foot patrol more than car patrol

Module: 3 - Reflect 2

List three things you can do to improve your nutrition.

Your Response:

Eat more vegies Drink more water Take a daily multi-vitamin

Module: 3 - Reflect 3

Name three things you can do to relieve stress when it becomes too high.

Your Response:

yoga meditation breathing exercises

Module: 3 - Reflect 4

What goals would you like to set to improve your overall health?

Your Response:

Decrease stress Volunteer in the community

Module: 3 - Reflect 5

What is one thing you could do to prevent a workplace accident?

Your Response:

Think safety first

Module: 3 - Reflect 6

What is being done in your park or office to prevent employee injuries?

Your Response:

MSDS chemical book location, Training, training, training

Module: 3 - Reflect 7

What are the top three most common employee injuries in your park or office? Meet with your unit safety coordinator for this information.

Your Response:

Back injuries, accidents, overuse of limbs causing tendinitis

Module: 3 - Reflect 8

What hazards are associated with your job? What are some at-risk behaviors that you or your coworkers exhibit?

Your Response:

Getting maimed or killed by assailant or criminal Fast driving

Module: 3 - Reflect 9

What can you do to protect yourself from the hazards you face, or how can you change the at-risk behavior to make it safer?

Your Response:

Self defense practice, role play practice, practice, training training, practice

Module: 3 - Reflect 10

What kind of emergency responses are you qualified to make? What kind are you expected to make?

Your Response:

EMT, LE response and I am expected to make them all